**K-5 ELA Lesson Plan**

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| **Teacher:**  **Bartell,Brown,Weaver** | | **Grade: 2** | | | **Date(s)**: 8/28/2012 |
| **Unit Title:** A Story to Share | | | **Corresponding Unit Task:1** | | |
| **Essential Question(s):**  **How does asking and answering questions help me understand key ideas and details while I read?** | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**  **Teacher/Student:**   * **Chart Paper** * **Markers** * ***Chrysanthemum*** * **Pencils** * **Paper** * **Art supplies** * **Document camera** * **Book baskets [biographies and character]** * **Student notebooks** * **Laminated STORY MAP anchor chart** * **Student copies of story map** * **5 Star Writer Checklist anchor chart** * **Individual Student 5 Star Writer Checklist** | | | | **key idea story**  **plot setting**  **major events topic**  **capitalization facts**  **context clues noun**  **conventions verb**  **punctuation opinion**  **details adjectives**  **adverbs period**  **question characters**  **Tier 2 Words**  **scarcely precious inform** | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Reading**  **Standards:**  **RL. 2.1 Ask and answer such questions as who, what, where, why and how to demonstrate understanding of key details in the text.**  **RL. 2.3 Describe how characters in a story respond to major events and challenges.**  **RL. 2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.**  **RL 2.7 Use the information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.**  **L. 2.1 Demonstrate command of the conventions of the standard English grammar and usage when writing or speaking.**  **I Can Statement(s):**   * **I can identify all the elements of a story.** * **I can accurately describe my Story Map.** * **I can identify major events and challenges in a story.** * **I can share ideas about the ways characters respond to major events and challenges.**   **Instructional Plan: [See below: Speaking/Listening]**   1. **Whole Group: Teacher read aloud: *Chrysanthemum by Kevin Henkes.*** 2. **Revisit text orally with whole group and model the STORY MAP structure on the anchor chart.** 3. **Special focus on PARTS of a story with emphasis on the CHARACTERS, Setting the PROBLEM, EVENTS, and the SOLUTION** 4. **Use the story theme working together to guide discussion about classroom rules and collaboration.** 5. **Partner/small group: Ask students to work with a partner and discuss some ways that we can show respect for each other.** 6. **Independent: Students will create a story map for Chrysanthemum.** | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Writing**  **Standards:**  **W. 2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.**  **W. 2.8 Recall information from experiences or gather information from provided sources to answer a question.**  **L. 2.1 Demonstrate command of the conventions of the standard English grammar and usage when writing or speaking.**  **L. 2.2 Demonstrate command of standard English capitalization, punctuation, and SPELLING when writing**  **I Can Statement(s):**   * **I can demonstrate an understanding of character, setting and plot.** * **I can use my 5 Star Checklist when I write.**   **Instructional Plan:**  **1.Whole Group:**  Review the school pledge :  At Murphey Traditional Academy we:  Make RESPONSIBLE choices.  Treat others with RESPECT.  Always show SELF-CONTROL.  Ask students to discuss whether they felt the other students showed respect for Chrysanthemum. Discuss how to handle situations when someone shows you respect.  **2. MODEL** the writing conventions for punctuation and grammar as respectful classroom choices are brainstormed and listed on chart paper.  3. **Independent Work**: Students will create a Respectful Choices Book. It will include 5 ways students can show responsibility in the classroom. Written and illustrated. | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Word Study**  **Standards:**  **L. 2.2 Demonstrate command of standard English capitalization, punctuation, and SPELLING when writing**  **L.2.4a Use sentence level context as a clue to the meaning of a word or phrase.**  **I Can Statement(s):**   * I can learn new words by using clues in the sentence. * I can demonstrate an understanding of the vocabulary lesson words**.**   **Instructional Plan:**   1. Teacher will introduce three tier 2 vocabulary words from the selection. 2. inform b. precious c.scarcely 3. **Model** how to draw and complete a vocabulary wheel. 4. **Guided Practice**: Together students and teacher will complete a word wheel for all three tier 3 vocabulary words.   ***Scarcely*** means not much or just a little bit. What's the word?  I was scarcely worried about riding my bike in the rain. If there's not much light in your room you can scarcely see.  I'm going to name some items. If you don't use the item very often, say *scarcely*. Otherwise, stay quiet. Ready?  Your pencil  Your shoes  Your mom's vacuum cleaner  Your best outfit  Your toothbrush  ***Precious*** means something is very special or valuable. What's the word?  The boy loves all dogs, but the little puppy was the most precious. You are precious to your parents.  I'm going to name some items. If you think this item is very special or valuable, say *precious*. Otherwise, stay quiet. Ready?  Your favorite toy  A tin can on the side of the road  An old tire  A diamond ring  A book your mom has from when she was little  begrudge  **inform**  *Inform* means to tell. What's the word?  The waiter informed me that my food was not yet ready. The teacher informed her students that they would have a substitute tomorrow.  I'm going to say some words. If you can tell me what they mean, say *inform*. Otherwise, stay quiet. Ready?  Cold  Intrepid  Scathing  Easy  Scratch | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Speaking & Listening**  Standards: SL. 2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.  [a.]Follow agreed upon rules for discussions…  [b.]Build on others’ talk in conversations by linking their comments to the remarks of others.  [c.]Ask for clarification and further explanation as needed about the topics and texts under discussion.  **I Can Statement(s):**   1. **I can identify the challenges and events that effect the characters and their actions.** 2. **I can understand the character’s problem and identify the solution.** 3. I can follow the rules of discussion.   **Instructional Plan:**  This get-to-know-you activity gives every student a chance to be in the spotlight as they participate in the Name Bingo Game. After reading Chrysanthemum to introduce the topic of names, students make Name Bingo cards by writing the name of each classmate in a different square of a blank Bingo board. Next, students brainstorm personal questions designed to get to know one another. To play the game, the teacher randomly calls out a name, and students cover that name on their board with a marker. In this twist of the traditional bingo game, after each name is chosen, the student responds by answering one of the questions designed to help students learn more about one another. The game continues until someone gets Bingo. The winner then gets to add another question to the list before a new game begins. | | | | |
| **Closing/Summarizing Strategy** | * **Evidence of independent work; participation in discussions; review of respectful choices book.** * **Daily review of “I Can” statements.** | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| **Students will begin to explore biographies and stories using book basket selections.** | | **Small group work and partner work to assist students with story map completion, rule book writing, and problem solution activity.** | | | **Vocabulary cards and Story Map Anchor Charts will be posted.** |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):**   * **Assessments for these standards are integrated within the plan.** * **Dibels assessment and DRA assessments will be started this week** | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*